DOCUMENT RESUME

ED 334 219 TM 016 682

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TITLE New Mexico Enhanced ACT and SAT Results: School Year 1989-1990.
INSTITUTION New Mexico State Dept. of Education, Santa Fe. Assessment, Evaluation, and Information Services Unit.
PUB DATE Jan 91
NOTE 54p.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Gains; Achievement Tests; *College Entrance Examinations; Comparative Analysis; Graphs; High Schools; High School Students; *Mathematics Tests; Minority Groups; National Surveys; Scores; Sex Differences; Standardized Tests; *State Surveys; Statistical Data; Student Development; Tables (Data); *Test Results; Trend Analysis; *Verbal Tests
IDENTIFIERS American College Testing Program; *Enhanced ACT; New Mexico; *Scholastic Aptitude Test

ABSTRACT

An analysis and summary are presented of the 1989-90 test results of New Mexico students on the Enhanced American College Testing Program (Enhanced ACT) and the Scholastic Aptitude Test (SAT). Data were provided by the American College Testing Program, the Educational Testing Service, and the New Mexico High School Graduates Survey. The Enhanced ACT scores of students in New Mexico remain below the national averages, but above state averages for the southwestern United States. Enhanced ACT composite scores remained nearly steady as did mathematics scores for the past 3 years. Enhanced ACT English scores decreased in 1989-90. Males outperformed females on the Enhanced ACT, although female composites increased in 1989-90, while male composites continued a 4-year downward trend. The Enhanced ACT scores of minority students showed some improvement, especially when the students were involved in a core curriculum. SAT scores of students in New Mexico were above the national average, although verbal scores and mathematical scores declined in 1989-90. Males continued to score higher than females on both the verbal and mathematics examinations in New Mexico and on a national level. Eleven bar graphs and six tables present data on student achievement, including sex and ethnic differences. An appendix lists ACT results for New Mexico by school district. (SLD)

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NEW MEXICO ENHANCED ACT AND SAT RESULTS

SCHOOL YEAR 1989-1990

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1989 - 1990

ENHANCED ACT AND SAT RESULTS

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VISION STATEMENT

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The information presented in this document is an analysis/summary of data provided to the Assessment, Evaluation, and Information Services Unit of the State Department of Education by the American College Testing Program, Educational Testing Service, and the New Mexico High School Graduates Survey. While the Assessment, Evaluation, and Information Services Unit monitors incoming data for completeness, the extent to which conclusions and generalizations can be drawn is dependent on the accuracy of the information provided by the responsible organization.

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EXECUTIVE SUMMARY
1989-90 ACT Results

- The ACT is a measure of educational development
- The new enhanced ACT first administered Oct. 89, and only limited trend data are available
- Overall Performance
  NM scores remain below the national averages but above the regional averages (AR, LA, NM, OK, TX)
  NM composites have remained steady, with minor fluctuation, while national composites have shown steady decreases
  NM math scores have remained steady for the past three years, while English scores decreased in 1989-90
- Gender
  54% females, 46% males tested
  Males outperformed females, though female composites increased in 1989-90, while male composites continued a 4 year downward trend
- Ethnicity
  Minority scores generally continue to improve, especially when the student is involved in a core curriculum
  Most notably, Native American students enrolled with core or more preparation have increased 141% over past 5 years

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EXECUTIVE SUMMARY
1989-90 SAT Results

- The SAT measures verbal and mathematical reasoning abilities
- The average verbal and mathematical scores of NM students remain higher than the national average. This has been observed since 1974
- Verbal scores were lower for NM students than in 1988-89
  Nationally, verbal scores continued a 5 yr. decrease
  NM males continue to score higher than NM females on the verbal exam; a similar difference is shown nationally
- NM students scored lower in mathematics than in 1988-89
  Nationally, math scores remained unchanged
  NM males' mean math scores dropped dramatically in 1989-90;
  NM females' math scores remained unchanged
  Males continue to score higher in math than females, both in NM and nationally

NEW MEXICO

ACT and SAT RESULTS

1989 - 1990

INTRODUCTION

Two major college entrance examinations are offered nationally, the American College Test (ACT) and the Scholastic Aptitutde Test (SAT). The ACT is presently the more popular test, administered to the majority of college-bound juniors and seniors in 38 states, and it is the most used test in New Mexico.

Students may take either examination or both examinations. Results from both examinations are reported here. The examinations are administered during the junior and senior years, and a student may retake an examination during the senior year if not satisfied with the results of the junior year examination. If a student tests as a junior and retests as a senior, only the latest (i.e., senior year) score is used.

Results reported, however, are based on those seniors who are expected to graduate in a given year, regardless of whether they tested as a junior or a senior. Test results, therefore, are representative of only graduating seniors who have expressed an interest in attending college, a percentage of the graduating class as a whole. Neither ACT nor SAT results should be taken as an indicator of the entire graduating class.

About the new *Enchanced* ACT

- First administered October, 1989
- A *Reading* and a *Science Reasoning* test replace the Social Studies and the Natural Science tests (no trend data may be presented)
- Trend data are presented for the Mathematics, English, and Composite scores only
- Trend data are based on a concordance (conversion) table
- Concordance table conversions are statistically sound but remain estimates; comparisons of data should be approached with caution
- Trend data from concordance tables are presented for 5 years only

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SUMMARY

The American College Test (ACT) measures educational development in English, mathematics, reading, and science reasoning. Scores for each of the four subtests are reported, as well as a composite score. A composite score is the mathematical average of the four subtests. Trend data, however, is reported only for English, mathematics, and the composite.

In October 1989, ACT introduced the Enhanced ACT Assessment, a revised examination. The Enhanced ACT Assessment increases the emphasis on rhetorical skills in the measurement of writing proficiency, increases the number of advanced mathematics items, and includes a new reading test that features inferential and reasoning skills, and a test designed to measure science reasoning.

The Enhanced ACT Assessment is an all-new testing program. For this reason, it is not possible to make direct comparisons between 1990 results and scores earned in previous years; rather, comparisons must be estimated from a statistically derived concordance table. 1990 data are based on 817,096 students who graduated from high school in the spring of 1990 and who took the ACT Assessment on national test dates during their junior or senior year. The trend data in this report are based on estimates derived from research ACT conducted to link scores earned on the ACT Assessment administered before October 1989, with scores earned on the Enhanced ACT Assessment, the version that has been administered beginning with the October 1989 test date.

The 1990 graduating seniors may have taken either version of the ACT Assessment. Averages from scores common to both version - English, mathematics, and the composite score - have been provided. The process of converting original ACT scores earned prior to October 1989 to estimated enhanced ACT scores is statistically sound but not exact. The trend data reported here will differ slightly from earlier reports because the averages were based on a national study of students who actually took both versions of the ACT; trend data is then derived from a concordance table to make the data from the two test versions comparable.

Interpretation of the results reported here should be approached with caution for all the reasons indicated above. Additionally, caution should be used in making comparisons between state and national norms. State norms are based on all 1990 ACT-tested graduates in New Mexico. Regional and national norms are based on all ACT-tested high school graduates in 1990. State norms may differ from national norms for non-educational reasons such as representativeness of the ACT-tested population. Additionally, college-bound students who take the ACT assessment are not representative, in some respects, of college-bound students nationally. According to the American College Testing Service, students who live in the Midwest, Rocky Mountains and Plains, and the South are over represented among ACT-tested students as compared to college-bound students nationally. Second, ACT-tested students tend to enroll in public colleges and universities more frequently than do college-bound students nationally.

The mean enhanced ACT composite score (concorded) for New Mexico students increased from the previous year's mean composite score, from 20.0 to 20.1 (Figure 1). Nationally, the mean composite score remained the same, 20.6. The national ACT-assessed population received higher mean scores in English and mathematics than New Mexico students who took the ACT (Figure 2). New Mexico males' composite score dropped from 20.7 to 20.5 (Figure 3). New Mexico females' composite score rose from 19.4 to 19.7. Nationally, males' composite score is 21.0, and the mean composite score for females is 20.3. No concorded trend data are given for previous years.

New Mexico males scored higher than New Mexico females in mathematics, while New Mexico females scored higher in English than their male counterparts. a typical trend (Figure 4). The same holds true for national male and female scores in the content areas.

ACT composite scores appear to rise in response to two indicators, in particular: 1) composite scores rise as students enroll in core, i.e., college preparatory, curricula (Figures 5-8), and 2) composite scores rise as family income rises (Figure 9).

DATA ANALYSIS

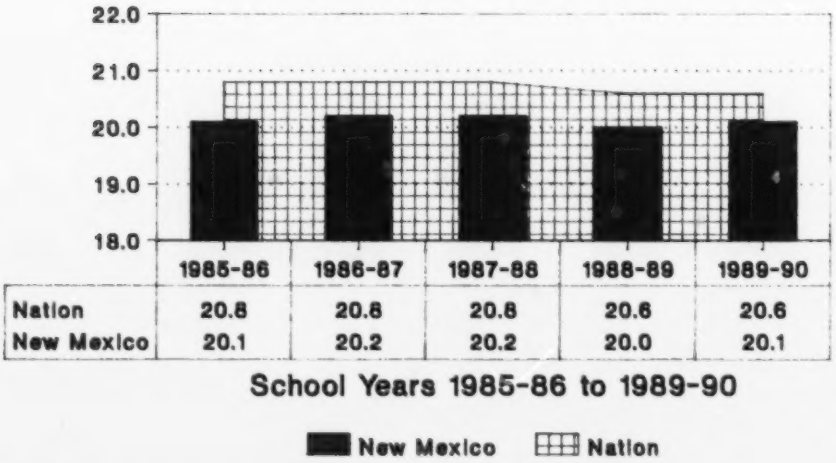
Trend data are given for years 1986 to 1990 for the composite score, and for the English and mathematics subtests. Results were not published by ACT for the new reading and science reasoning subtests. The trend data for the composite scores are based, for years 1986-1989, on a concordance table to estimate the score to the Enhanced ACT of 1990. Data may be compared, bearing in mind the estimates. Five years' data derived from concordance tables are presented for the English and mathematics subtests. Results prior to 1986 are not reported because scores then were based on a sample of the ACT tested student population rather than the entire ACT tested student population.

For the average ACT Composite score, New Mexico results remain above the regional scores (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) but slightly below the national average. Regional averages range from a low of 19.6 in 1986 to the current 1990 high of 19.8, only a two-tenths of a point spread. National composites fell from the 1986-1988 high of 20.8 to 20.6 for the past two years. New Mexico composites rose from 20.1 (1986) to 20.2 (1987, 1988) then declined to 20.0 in 1989. The New Mexico composite score rose by one-tenth of a point in 1990 to 20.1 (Figure 1).

During the 1989-90 school year, the same pattern holds true for both the English and mathematics subtests. On the English subtest, New Mexico students scored above the regional average, 20.0 to 19.9 respectively, but slightly below the national average English score of 20.5. On the mathematics subtest, New Mexico students averaged 19.3, above the 19.0 norm for the region, but slightly below the 19.9 national average (Figure 2).

Figure 1

Enhanced ACT Composite Scores
College Bound Students



	1985-86	1986-87	1987-88	1988-89	1989-90
Nation	20.8	20.8	20.8	20.6	20.6
New Mexico	20.1	20.2	20.2	20.0	20.1

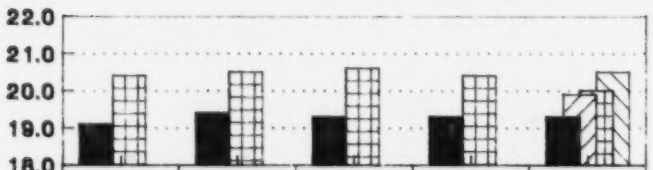
School Years 1985-86 to 1989-90

New Mexico Nation

Enhanced ACT given Oct. 89. Trend data based on concordance table conversions.

Figure 2

English and Math Scores
New Mexico and National



	1985-86	1986-87	1987-88	1988-89	1989-90
New Mexico Math	19.1	19.4	19.3	19.3	19.3
National Math	NA	NA	NA	NA	19.9
New Mexico English	20.4	20.5	20.6	20.4	20.0
National English	NA	NA	NA	NA	20.5

1985-86 to 1989-90

New Mexico Math National Math
New Mexico English National English

SDE 1/91; NA=not available

Nine thousand, four hundred fifty-seven (9,457) New Mexico graduates took the ACT in 1989-90, 4,344 males (45.9%) and 5,113 females (54.1%). Males' results were above the females' results in both the overall composite (20.5 and 19.7 respectively) and mathematics subtest (20.1 and 18.6 respectively; Figures 3, 4). Females outperformed males on the English subtest (20.2 and 19.6 respectively). More males performed in the low scoring interval of 1 - 18 (45%) than females (40%). Both genders performed equally well (20%) at the 19 - 21 scoring interval. Females outperformed males in both the 22 - 26 and the high 27 - 36 scoring intervals (27% to 24% and 12% to 11% respectively). These figures follow the same pattern regionally and nationally. Overall, nine percent of New Mexico graduates (n=822) scored in the 1st quartile, 20 (n=1,880) percent in the second quartile, 20 percent (n=1,913) in the third quartile, and 51 percent (n=4,842) in the fourth quartile of score ranges.

Ethnic results are given for the composite score only. New Mexico Anglos earned the highest score (21.5) and represented 51 percent of the ACT-tested population in the state. Native Americans scored the lowest (16.4), but only accounted for nine percent of the state population tested. Hispanics (22%) scored 18.5.

Two factors appear to directly affect ACT Composite scores. First, students enrolled in core curricula (i.e., college preparatory courses) perform better on the ACT than students not enrolled in core curricula. This holds true across ethnicities, as well (Figures 5 - 8).

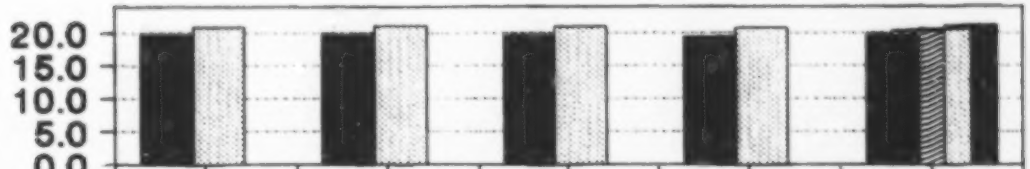
Second, over all ten family income divisions given, at every level, as the income rises the average ACT composite score also rises, with a range of 16.7 for students from families with an estimated family income of less than $6,000 (6% of students tested) to a 22.8 composite for students from families with estimated family incomes of $60,000 or more (11 percent of the students tested; Figure 9).

Nine percent of ACT-tested New Mexico graduates in 1990 expressed an educational goal of no more than two years of college work, 34 percent expressed a four-year degree goal. Fifty-four percent expressed some graduate work beyond the bachelor's degree as a goal.

Only 13 percent of the tested graduates through New Mexico secondary education was "excellent," while 44 percent rated the system "good"; another 28 percent rated the system as "average," and the remainder of students rated the schools as "below average" or "very inadequate."

Figure 3

Enhanced ACT Composite Score
by Gender



	1985-86	1986-87	1987-88	1988-89	1989-90
National Males	NA	NA	NA	NA	21.0
New Mexico Males	20.8	21.0	20.9	20.7	20.5
National Females	NA	NA	NA	NA	20.3
New Mexico Females	19.5	19.5	19.5	19.4	19.7

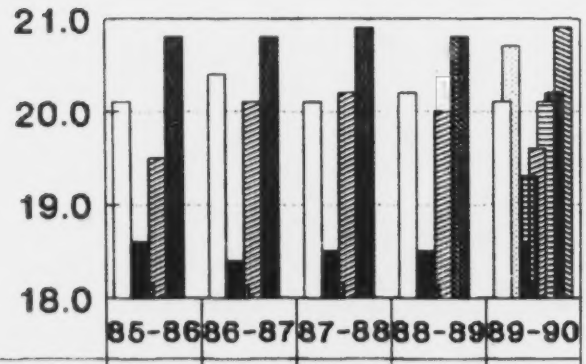
School Years 1985-86 to 1989-90

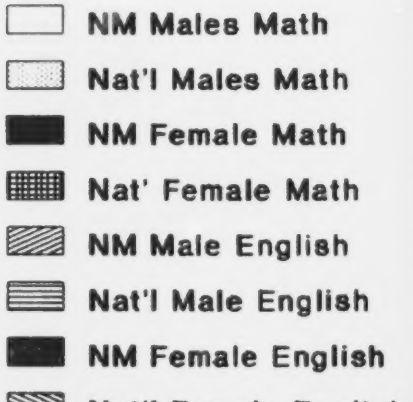
New Mexico Females
National Females
New Mexico Males
National Males

Enhanced ACT given Oct. 89. Trend data based on concordance table conversions.
SDE 1/91; NA = not available.

Figure 4

Math and English Scores by Gender





	85-86	86-87	87-88	88-89	89-90
NM Males Math	20.1	20.4	20.1	20.2	20.1
Nat'l Males Math	NA	NA	NA	NA	20.7
NM Female Math	18.6	18.4	18.5	18.5	18.6
Nat' Female Math	NA	NA	NA	NA	19.3
NM Male English	19.5	20.1	20.2	20.0	19.6
Nat'l Male English	NA	NA	NA	NA	20.1
NM Female English	20.8	20.8	20.9	20.8	20.2
Nat'l Female English	NA	NA	NA	NA	20.9

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FIGURE 5

Average ACT Scores By Type of High School Program 1990

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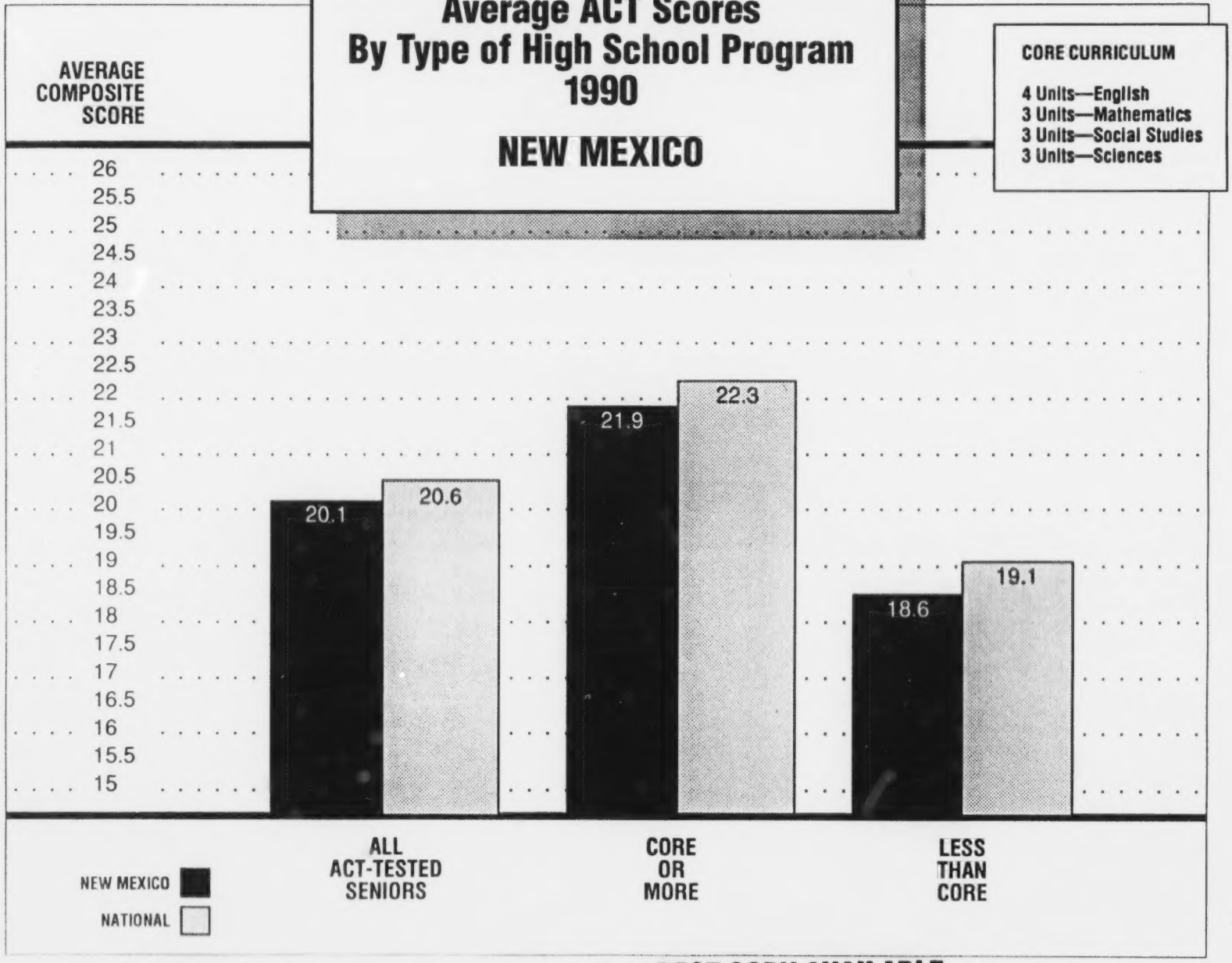

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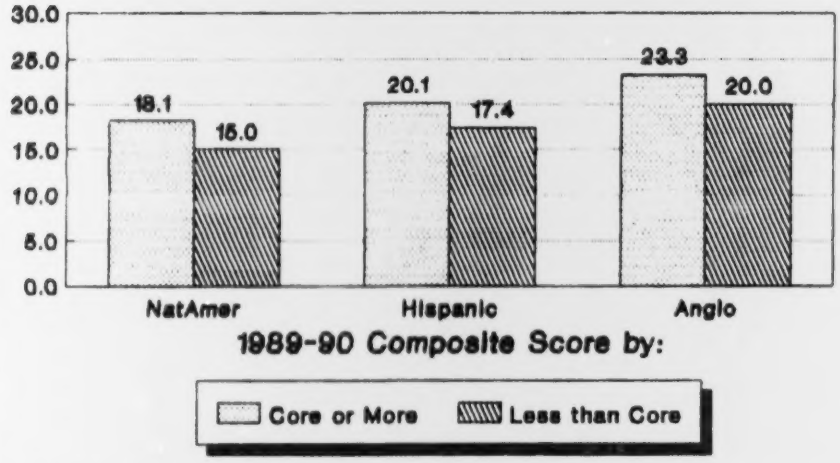
Figure 6

Composite Scores by Ethnicity
Core Curriculum vs Less-Than-Core



No score data provided for groups of less than 500 seniors
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Figure 7

Increases in Core Curriculum
by Ethnicity

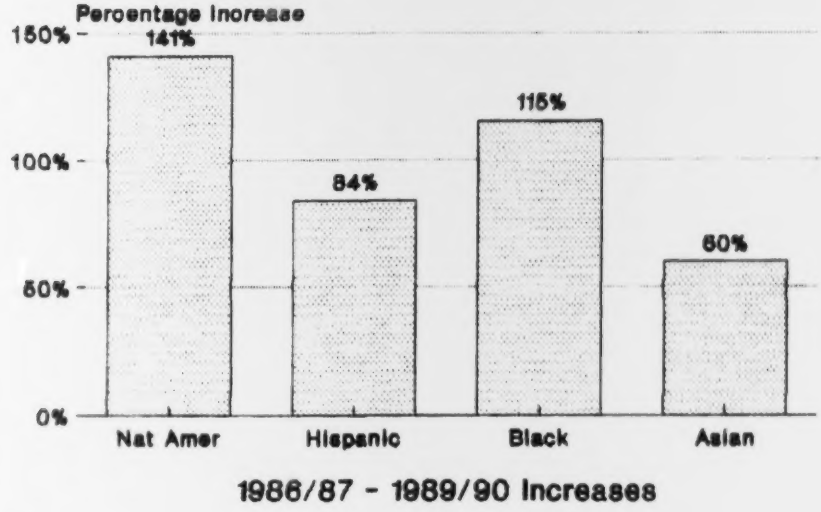

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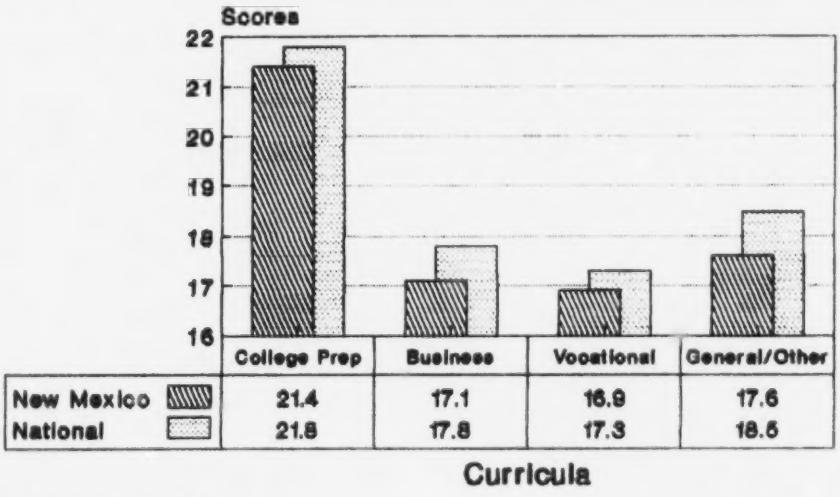
Figure 8

The Four High School Curricula
1989-90 Composite Scores



Earlier data not available
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Figure 9

Average ACT Composite Score
by Estimated Family Income

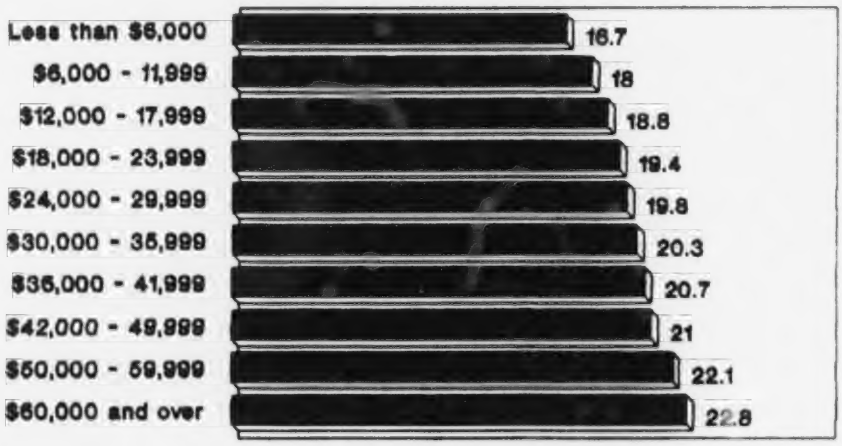

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Table 1

School Districts
1989/90 ACT Ranking by Composite Score

DISTRICT	Composite	Rank	DISTRICT	Composite	Rank
Alamogordo	21.2	4	Lake Arthur	16.7	80
Albuquerque	21.1	5	Las Cruces	21.0	6
Animas	18.1	58	Las Vegas City	20.2	15
Artesia	19.3	32	Las Vegas West	17.3	72
Aztec	19.6	27	Logan	18.9	43
Belen	19.9	22	Lordsburg	17.2	73
Bernalillo	17.1	75	Los Alamos	24.2	1
Bloomfield	19.5	30	Los Lunas	19.8	24
Capitan	20.6	9	Loving	16.6	82
Carlsbad	20.3	14	Lovington	19.3	32
Carrizozo	18.8	46	Magdalena	14.3	88
Central	17.5	69	Maxwell	14.5	87
Chama	17.0	77	Melrose	18.0	62
Cibola	18.8	46	Mesa Vista	19.3	32
Cimarron	19.6	27	Mora	20.0	19
Clayton	19.9	22	Moriarty	21.9	2
Cloudcroft	21.6	3	Mosquero	19.3	32
Clovis	20.0	19	Mountainair	18.1	58
Cobre	18.9	43	Pecos	19.8	24
Corona	19.6	27	Penasco	18.0	62
Cuba	16.1	84	Pojoaque	19.0	40
Deming	19.3	32	Portales	20.1	16
Des Moines	17.9	64	Quemado	18.1	58
Dexter	21.0	6	Questa	17.7	67
Dora	17.0	77	Raton	19.2	37
Dulce	16.7	80	Reserve	20.4	12
Elida	19.0	40	Roswell	20.7	8
Espanola	17.2	73	Roy	17.4	70
Estancia	19.0	40	Ruidoso	20.1	16
Eunice	18.6	49	San Jon	20.0	19
Farmington	20.6	9	Santa Fe	20.4	12
Floyd	17.1	75	Santa Rosa	17.8	65
Fort Sumner	18.5	50	Silver City	18.9	43
Gadsden	18.3	55	Socorro	19.5	30
Gallup	16.9	79	Springer	18.2	56
Grady	19.8	24	Taos	18.5	50
Hagerman	19.2	37	Tatum	19.2	37
Hatch	17.7	67	Texico	18.5	50
Hobbs	20.6	9	Truth or Conseq	20.1	16
Hondo	15.2	86	Tucumcari	18.5	50
House	17.4	70	Tularosa	17.8	65
Jal	18.2	56	Vaughn	18.5	50
Jemez Mountain	16.4	83	Wagon Mound	18.7	48
Jemez Valley	18.1	58	Zuni	15.4	85

Three years concorded data unavailable at district level
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SUMMARY

The Scholastic Aptitude Test (SAT) is designed to measure verbal and mathematical reasoning abilities, and the test is divided into two corresponding subtests. The range of possible scores for each subtest is 200 - 800.

The verbal SAT scores of both New Mexico males and females decreased in 1989-90. The national verbal scores for males and females shows a continuing (5 year) decrease in 1989-90 (Figures 10, 11). As in all previous years, both the New Mexico verbal and mathematics scores for both males and females were greater than the corresponding national verbal scores (Table 2). The 1989-90 verbal average score for New Mexico decreased from 483 to 480; the national average verbal score dropped from 427 to 424.

Mathematics scores nationally remained unchanged at 476. The New Mexico mathematics SAT scores for males decreased dramatically from the previous year's scores, while the females' score remained unchanged. Nationally, mathematics scores of males dropped one point, while females' increased a point. The 1989 mathematics average score for New Mexico was 527, in contrast to the national mathematics average score of 476 for the year.

The number of Hispanics taking the SAT increased nearly 13 percent and constituted 18 percent of SAT-tested students in New Mexico; however, numbers of Native Americans and Blacks taking the SAT declined. The number of Anglos tested increased less than one percent (Table 4).

New Mexico Native Americans scored better in both verbal (407) and mathematical skills (469) than the national Native American composites (388 verbal and 437 math, Table 5). New Mexico Anglos scored the highest (497) on the verbal test; Blacks scored the lowest (395). In mathematics, Asian students scored highest (592), followed by Anglos (540). Blacks (433) and Puerto Rican Hispancis (454) scored lowest.

Students scored highest on the verbal section when English was the only language they spoke (Table 6). Students whose primary language was not English, however, scored better in mathematics.

Educational goals were set at the Bachelor's degree for 16 percent of the SAT-tested New Mexico graduates, while 33 percent expressed a Master's degree as a goal. The Ph.D. or other professional level degree was given as an educational goal by 35 percent of the examinees.

DATA ANALYSIS

The Scholastic Aptitude Test (SAT) measures academic abilities of high school students in verbal skill and mathematics for the purpose of predicting college success. The range of scores is 200 to 800. Data in Table 2 indicate that the average verbal and mathematical scores of New Mexico students remain higher than the national average. This has been observed since 1974.

Verbal Scores (Figure 10)

Verbal scores for New Mexico students were lower than in 1988-89. Nationally, verbal scores showed a continuing (5 year) decrease. New Mexico males continue to have a higher mean verbal score than New Mexico females. This difference is reflected similarly in the national data.

Mathematics Scores (Figure 11)

The mathematics mean scores for New Mexico males decreased dramatically from 1988-89; female scores remained unchanged. Nationally, females' scores showed a slight improvement, while males' scores reflected a slight decrease.

New Mexico males' mean mathematical scores have been higher every year than New Mexico females' scores. Nationally, the same trend has been observed.

Overall, New Mexico scores decreased in mathematics; national scores in mathematics remained the same.

TABLE 2

NEW MEXICO AND NATIONAL STUDENTS' MEAN SAT SCORES, 1975-76 TO 1989-90

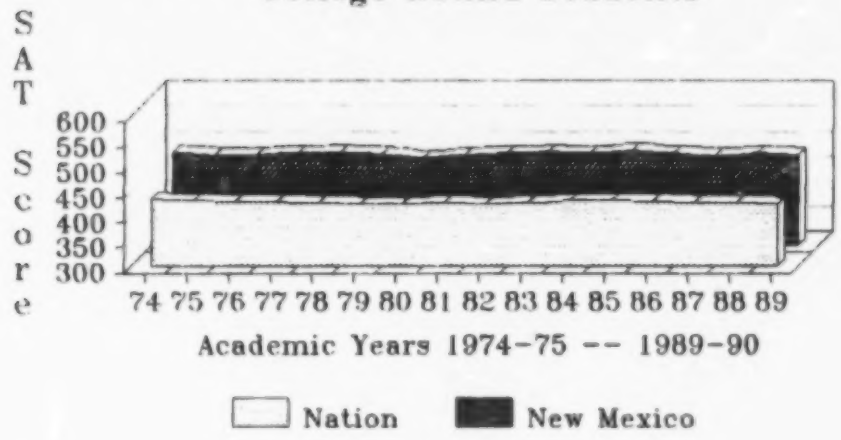
	VERBAL						MATHEMATICS					
	Total		Males		Females		Total		Males		Females	
Year	New Mexico	National	New Mexico	National	New Mexico	National	New Mexico	National	New Mexico	National	New Mexico	National
1975-76	481	431	480	433	483	430	522	472	546	497	494	446
1976-77	481	429	483	431	478	427	521	470	545	497	493	445
1977-78	485	429	484	433	486	425	524	468	551	494	494	444
1978-79	486	427	487	431	486	423	521	467	547	493	493	443
1979-80	482	424	485	428	479	420	524	466	548	491	497	443
1980-81	474	424	476	430	472	418	510	466	530	492	489	443
1981-82	480	426	483	431	477	421	517	467	549	493	486	443
1982-83	484	425	487	430	480	420	519	468	545	493	491	445
1983-84	487	426	490	433	484	420	527	471	548	495	503	449
1984-85	484	431	485	437	484	425	521	475	539	499	505	452
1985-86	489	431	491	437	487	426	527	475	550	501	503	451
1986-87	484	430	490	435	478	425	525	476	553	500	496	453
1987-88	478	428	480	435	476	422	524	476	547	498	500	455
1988-89	483	427	485	434	482	421	532	476	557	500	506	454
1989-90	480	424	483	429	476	419	527	476	548	499	506	455

Number of New Mexico students taking the SAT in 1989-90 = 1,998; 1,015 males (51%) and 983 females (49%).

Figure 10

Mean SAT Verbal Scores

College Bound Students

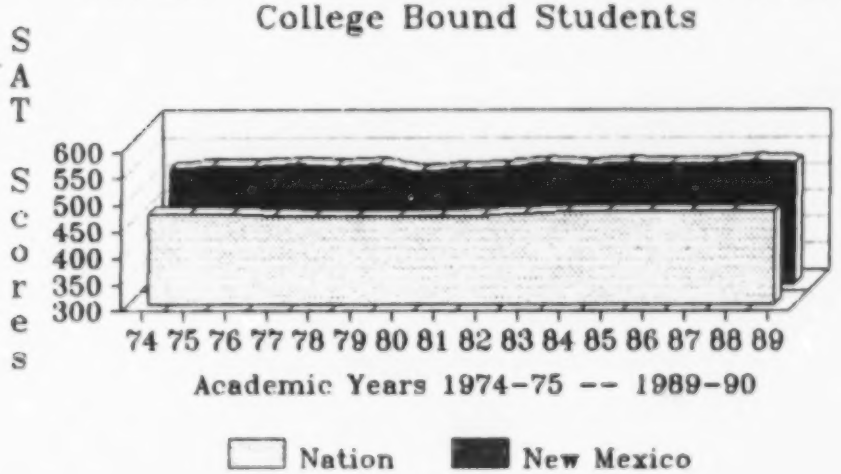


National = 424 (1989-90)
New Mexico = 480 (1989-90)
SDE 1/91

Figure 11

Mean SAT Mathematics Scores

College Bound Students



National = 476 (1989-90)
New Mexico = 527 (1989-90)
SDE 1/91

Females constituted 49% of the total New Mexico group taking the SAT in 1989-90, the same as in 1988-89. A higher percent (52%) nationally of females take the SAT than in New Mexico. The number of New Mexico students taking the SAT has steadily climbed from 1982-83 to 1987-88. 1988-89 showed a 9.5 percent decrease. New Mexico participation increased again in 1989-90, but remains lower than 1986-87 or 1987-88 levels. Nationally, the number of students decreased by 5.76 percent.

TABLE 3

NUMBER AND PERCENT OF NEW MEXICO MALE AND FEMALE HIGH SCHOOL SENIORS TAKING THE SAT, 1975-76 TO 1989-90

YEAR	TOTAL NUMBER	NUMBER OF MALES	NUMBER OF FEMALES	FEMALES AS PERCENT OF TOTAL
1975-76	1,490	800	690	46
1976-77	1,299	691	608	47
1977-78	1,393	732	661	47
1978-79	1,444	766	678	47
1979-80	1,450	764	686	47
1980-81	1,609	825	784	49
1981-82	1,497	744	753	50
1982-83	1,508	767	741	49
1983-84	1,623	845	778	48
1984-85	1,661	799	862	52
1985-86	1,712	878	834	49
1986-87	2,046	1,038	1,008	49
1987-88	2,076	1,092	984	47
1988-89	1,896	960	936	49
1989-90	1,998	1,015	983	49
NATIONAL 1989-90	1,025,523	490,420	535,103	52

During 1989-90, a greater percentage* of New Mexico Hispanic and Native American students took the SAT than in the national population**. The number of Anglos and Hispanics taking the test increased, while the number of Native Americans decreased. Four percent of the SAT examinees were Asians. Hispanics showed the greatest increase in numbers (13%), from 319 students in 1988-89 to 359 students in 1989-90.

TABLE 4

ETHNIC COMPOSITION OF NEW MEXICO STUDENTS TAKING THE SAT, 1978-79 TO 1989-90***

	ANGLO		HISPANIC		NATIVE AMERICAN		BLACK		OTHER NO RESPONSE****	
YEAR	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1978-79	1,208	81	153	10	29	2	24	2	78	5
1979-80	1,167	78	194	13	25	2	18	1	93	6
1980-81	1,312	78	228	14	22	1	28	2	94	6
1981-82	1,202	78	188	12	25	2	30	2	98	6
1982-83	1,224	78	198	13	27	2	27	2	87	6
1983-84	1,318	78	220	13	32	2	32	2	93	6
1984-85	1,322	76	244	14	40	2	28	2	117	7
1986-87	1,468	72	345	17	43	2	33	2	157	8
1987-88	1,465	73	339	16	52	3	38	2	182	9
1988-89	1,313	71	319	17	53	3	59	3	152	8
1989-90	1,325	66	359	18	47	2	46	2	221	11
NATIONAL										
1986-87	788,613	73	49,913	5	10,107	1	88,037	8	143,756	13
1987-88	813,116	77	54,432	5	12,330	1	97,483	9	92,901	8
1988-89	752,257	75	57,864	6	18,005	2	96,615	10	163,482	15
1989-90	694,976	68	61,081	6	10,466	1	94,311	9	164,464	16

* Percents have been rounded to the nearest whole number; totals may not add to exactly 100%.

** Hispanics and Native Americans represent a higher percentage of the population in New Mexico than nationwide.

*** Note that data for 1985-86 were not available.

**** Includes Asian-Americans (n=83, 4%).

Anglos had the highest verbal average both in New Mexico and nationwide; nationally, Blacks scored the lowest. At the national and state levels, the highest mathematics average was achieved by Asian-Americans. In New Mexico, Hispanic (Puerto Rican) scored lowest; nationally, Blacks scored lowest. Students whose first language was not English or whose first language experience included English and another language received lower scores than those whose native language was English in a monolingual context. The exception is mathematics when another language is the primary language. Those in a bilingual situation using English plus another language performed better on the verbal examination than students who learned a language other than English as a first language.

TABLE 5
SAT MEAN SCORES BY ETHNIC BACKGROUND, 1989-90

Ethnic Group	SAT-Verbal Mean Score		SAT-Mathematics Mean Score	
	New Mexico	National	New Mexico	National
Native American	407	388	469	437
Anglo	497	442	540	491
Asian-American	459	410	592	528
Black	395	352	433	385
Hispanic: Mexican American	450	380	502	429
Puerto Rican	432	359	454	405
Other Hispanic	439	383	470	434
Other	475	410	522	467

TABLE 6
NEW MEXICO SAT MEAN SCORES BY FIRST LANGUAGE LEARNED, 1989-90

First Language Learned	% Taking Sat	SAT-Verbal Mean Score	SAT-Mathematics Mean Score
English	86	488	530
English and Another Language	9	444	483
Other Language	5	412	562

APPENDIX

New Mexico ACT Testing Results

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
ALAMOGORDO DISTRICT						
89-90	21.2	20.2	20.9	20.4	21.2	247
ALAMOGORDO HIGH SCHOOL						
89-90	21.3	20.3	21.0	20.4	21.2	242
WEED HIGH SCHOOL						
89-90	17.4	19.2	18.4	22.8	19.4	5 or less
ALBUQUERQUE DISTRICT						
89-90	21.0	20.4	20.8	20.4	21.1	2471
ALBUQUERQUE HIGH SCHOOL						
89-90	20.2	20.1	19.7	20.1	20.3	112
ALBUQUERQUE EVENING SCHOOL						
89-90	18.7	17.0	21.1	18.4	18.9	7
CIBOLA HIGH SCHOOL						
89-90	21.0	21.3	20.1	20.3	21.5	230
DEL NORTE HIGH SCHOOL						
89-90	21.1	20.3	21.1	20.0	21.1	218
ELDORADO HIGH SCHOOL						
89-90	22.1	21.2	21.2	20.8	21.9	288
FREEDOM HIGH SCHOOL						
89-90	20.3	18.3	22.6	20.4	20.5	15
HIGHLAND HIGH SCHOOL						
89-90	21.3	20.8	21.5	20.9	21.6	209
IA CUEVA HIGH SCHOOL						
89-90	22.2	21.5	21.7	21.0	22.1	370
MANZANO HIGH SCHOOL						
89-90	21.5	20.5	21.6	20.9	21.4	307
NEW FUTURES SCHOOL						
89-90	17.4	16.5	19.0	19.5	18.3	13
RIO GRANDE HIGH SCHOOL						
89-90	19.3	19.3	19.7	19.3	19.4	123
SANDIA HIGH SCHOOL						
89-90	21.1	20.3	21.1	20.7	21.1	247
VALLEY HIGH SCHOOL						
89-90	19.8	19.3	19.7	19.8	19.8	129
WEST MESA HIGH SCHOOL						
89-90	18.5	18.4	19.6	19.5	19.2	203
ANIMAS DISTRICT and HIGH SCHOOL						
89-90	17.8	16.6	18.8	18.7	18.1	41
ARTESIA DISTRICT and HIGH SCHOOL						
89-90	19.9	17.9	19.6	19.8	19.3	124
AZTEC DISTRICT and HIGH SCHOOL						
89-90	19.1	18.6	19.2	20.0	19.6	77

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
BELEN DISTRICT and HIGH SCHOOL						
89-90	20.1	18.6	19.7	19.6	19.9	118
BERNALILLO DISTRICT and HIGH SCHOOL						
89-90	16.6	16.4	16.7	18.4	17.1	58
BLOOMFIELD DISTRICT and HIGH SCHOOL						
89-90	19.1	18.6	18.5	19.1	19.5	77
CAPITAN DISTRICT and HIGH SCHOOL						
89-90	21.1	18.2	23.0	21.5	20.6	24
CARLSBAD DISTRICT and HIGH SCHOOL						
89-90	20.5	19.5	20.9	20.1	20.3	191
CARRIZOZO DISTRICT and HIGH SCHOOL						
89-90	19.5	17.4	19.7	19.2	18.8	17
CENTRAL DISTRICT						
89-90	17.0	17.1	16.9	18.0	17.5	230
CENTRAL HIGH SCHOOL						
89-90	18.5	18.8	18.3	18.7	19.0	90
NEWCOMB HIGH SCHOOL						
89-90	15.7	16.2	15.3	16.8	16.4	51
SHIPROCK HIGH SCHOOL						
89-90	16.1	15.9	16.5	18.0	16.6	89
CHAMA VALLEY DISTRICT and ESCALANTE HIGH SCHOOL						
89-90	17.7	15.3	16.7	17.6	17.0	30
CIBOLA COUNTY DISTRICT						
89-90	18.8	17.6	18.5	19.0	18.8	102
GRANTS HIGH SCHOOL						
89-90	19.2	17.9	19.2	19.4	19.2	78
LAGUNA-ACOMA HIGH SCHOOL						
89-90	17.4	16.8	16.6	18.2	17.4	24
CIMARRON DISTRICT and HIGH SCHOOL						
89-90	20.8	17.6	19.4	19.4	19.6	9
CLAYTON DISTRICT and HIGH SCHOOL						
89-90	19.1	19.1	20.5	19.9	19.9	35

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
CLOUDCROFT DISTRICT and HIGH SCHOOL						
89-90	23.3	19.8	22.8	22.3	21.6	23
CLOVIS DISTRICT and HIGH SCHOOL						
89-90	20.5	19.1	20.0	19.6	20.0	234
COBRE DISTRICT and HIGH SCHOOL						
89-90	18.3	18.8	18.8	19.1	18.9	58
CORONA DISTRICT and HIGH SCHOOL						
89-90	18.3	18.1	20.0	18.8	19.6	8
CUBA DISTRICT and HIGH SCHOOL						
89-90	15.1	15.8	15.6	18.0	16.1	37
DEMING DISTRICT and HIGH SCHOOL						
89-90	19.5	17.9	19.7	20.0	19.3	86
DES MOINES DISTRICT and HIGH SCHOOL						
89-90	17.1	17.3	18.6	18.0	17.9	8
DEXTER DISTRICT and HIGH SCHOOL						
89-90	21.9	19.6	21.3	21.7	21.0	15
DORA DISTRICT and HIGH SCHOOL						
89-90	16.9	17.0	17.7	16.9	17.0	7
DULCE DISTRICT and HIGH SCHOOL						
89-90	16.0	15.4	16.5	18.3	16.7	19
ELIDA DISTRICT and HIGH SCHOOL						
89-90	20.7	17.3	21.0	17.0	19.0	5 or less
ESPANOLA DISTRICT and HIGH SCHOOL						
89-90	16.9	16.7	17.2	18.0	17.2	143
ESTANCIA DISTRICT and HIGH SCHOOL						
89-90	20.3	17.5	17.6	18.8	19.0	20
EUNICE DISTRICT and HIGH SCHOOL						
89-90	18.6	17.1	18.8	19.9	18.6	27
FARMINGTON DISTRICT and HIGH SCHOOL						
89-90	20.7	19.3	19.7	19.9	20.6	210

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
FLOYD DISTRICT and HIGH SCHOOL						
89-90	16.7	15.5	16.8	18.3	17.1	15
FORT SUMNER DISTRICT and HIGH SCHOOL						
89-90	18.1	18.6	18.6	18.3	18.5	14
GADSDEN DISTRICT and HIGH SCHOOL						
89-90	18.6	18.0	17.3	18.4	18.3	220
GALLUP DISTRICT						
89-90	16.2	16.8	16.3	17.8	16.9	325
CROWNPOINT HIGH SCHOOL						
89-90	16.5	16.5	14.8	17.6	16.7	18
GALLUP HIGH SCHOOL						
89-90	17.3	17.6	17.6	18.4	17.9	160
NAVAJO PINE HIGH SCHOOL						
89-90	13.3	15.7	14.8	16.9	15.1	18
RAMAH HIGH SCHOOL						
89-90	15.3	14.8	16.8	17.9	16.0	12
THOREAU HIGH SCHOOL						
89-90	16.8	17.2	16.7	18.6	17.5	44
TOHATCHI HIGH SCHOOL						
89-90	14.6	15.7	13.8	16.3	15.2	73
GRADY DISTRICT and HIGH SCHOOL						
89-90	20.0	19.1	19.6	20.4	19.8	10
HAGERMAN DISTRICT and HIGH SCHOOL						
89-90	18.5	19.2	19.0	19.0	19.2	6
HATCH VALLEY DISTRICT and HIGH SCHOOL						
89-90	17.3	16.9	18.1	18.0	17.7	15
HOBBS DISTRICT and HIGH SCHOOL						
89-90	20.7	19.2	21.0	20.1	20.6	146
HONDO VALLEY DISTRICT and HIGH SCHOOL						
89-90	14.7	14.7	14.9	15.8	15.2	9
HOUSE DISTRICT and HIGH SCHOOL						
89-90	16.6	17.0	19.2	16.4	17.4	5 or less
JAL DISTRICT and HIGH SCHOOL						
89-90	18.6	16.6	19.1	19.2	18.2	17

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
JEMEZ MOUNTAIN DISTRICT and CORONADO HIGH SCHOOL						
89-90	16.3	15.9	14.9	16.3	16.4	28
JEMEZ VALLEY DISTRICT and HIGH SCHOOL						
89-90	17.0	18.7	17.0	18.5	18.1	15
LAKE ARTHUR DISTRICT and HIGH SCHOOL						
89-90	16.3	16.9	16.3	17.5	16.7	7
LAS CRUCES DISTRICT						
89-90	20.8	20.4	20.9	20.6	21.0	605
LAS CRUCES HIGH SCHOOL						
89-90	21.5	21.5	20.8	20.7	21.6	247
MAYFIELD HIGH SCHOOL						
89-90	20.5	20.0	21.2	20.7	20.8	233
NIGHT HIGH SCHOOL						
89-90	14.0	16.0	11.0	13.0	14.0	5 or less
ONATE HIGH SCHOOL						
89-90	20.2	19.1	20.6	20.6	20.3	117
SAN ANDRES HIGH SCHOOL						
89-90	20.0	19.0	18.8	19.8	20.0	7
LAS VEGAS CITY DISTRICT and ROBERTSON HIGH SCHOOL						
89-90	20.1	20.4	19.8	19.6	20.2	83
LAS VEGAS WEST DISTRICT and HIGH SCHOOL						
89-90	16.9	17.4	17.4	17.7	17.3	53
LOGAN DISTRICT and HIGH SCHOOL						
89-90	19.3	17.6	19.3	19.3	18.9	10
LORDSBURG DISTRICT and HIGH SCHOOL						
89-90	17.1	15.6	18.7	17.4	17.2	34
LOS ALAMOS DISTRICT and HIGH SCHOOL						
89-90	23.9	23.8	22.9	22.7	24.2	219
LOS LUNAS DISTRICT and HIGH SCHOOL						
89-90	20.1	19.1	18.9	19.2	19.8	125
LOVING DISTRICT and HIGH SCHOOL						
89-90	16.1	15.9	16.6	17.2	16.6	23
LOVINGTON DISTRICT and HIGH SCHOOL						
89-90	19.5	18.5	19.1	19.4	19.3	71

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
MAGDALENA DISTRICT and HIGH SCHOOL						
89-90	13.1	14.9	14.3	14.6	14.3	19
MAXWELL DISTRICT and HIGH SCHOOL						
89-90	13.8	14.8	14.0	18.0	14.5	5 or less
MELROSE DISTRICT and HIGH SCHOOL						
89-90	17.7	17.7	17.0	18.0	18.0	18
MESA VISTA DISTRICT and HIGH SCHOOL						
89-90	18.9	18.1	19.5	18.4	19.3	9
MORA DISTRICT and HIGH SCHOOL						
89-90	20.4	19.1	20.3	19.6	20.0	17
MORIARTY DISTRICT and HIGH SCHOOL						
89-90	21.7	19.4	23.3	22.3	21.9	76
MOSQUERO DISTRICT and HIGH SCHOOL						
89-90	20.5	17.8	20.5	18.5	19.3	5 or less
MOUNTAINAIR DISTRICT and HIGH SCHOOL						
89-90	17.6	16.4	17.4	19.3	18.1	14
PECOS DISTRICT and HIGH SCHOOL						
89-90	21.8	17.4	20.0	19.7	19.8	5 or less
PENASCO DISTRICT and HIGH SCHOOL						
89-90	17.5	18.2	18.2	18.1	18.0	36
POJOAQUE DISTRICT and HIGH SCHOOL						
89-90	19.4	17.6	19.1	19.1	19.0	86
PORTALES DISTRICT and HIGH SCHOOL						
89-90	20.0	18.9	20.9	19.7	20.1	73
QUEMADO DISTRICT and HIGH SCHOOL						
89-90	17.9	16.6	19.8	18.3	18.1	10
QUESTA DISTRICT and HIGH SCHOOL						
89-90	17.0	16.0	17.3	18.8	17.7	25
RATON DISTRICT and HIGH SCHOOL						
89-90	19.3	18.1	19.2	19.6	19.2	70

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
RESERVE DISTRICT and HIGH SCHOOL						
89-90	22.0	18.4	20.1	21.4	20.4	24
ROSWELL DISTRICT						
89-90	20.4	19.8	20.8	20.3	20.7	265
GODDARD HIGH SCHOOL						
89-90	20.6	19.7	20.8	20.0	20.8	174
ROSWELL HIGH SCHOOL						
89-90	20.0	19.9	20.9	20.7	20.6	91
ROY DISTRICT and HIGH SCHOOL						
89-90	17.3	16.6	19.2	18.0	17.4	7
RUIDOSO DISTRICT and HIGH SCHOOL						
89-90	20.1	19.4	20.8	20.4	20.1	80
SAN JON DISTRICT and HIGH SCHOOL						
89-90	20.2	16.2	23.0	20.5	20.0	6
SANTA FE DISTRICT						
89-90	20.1	19.4	20.7	20.0	20.4	303
CAPITAL HIGH SCHOOL						
89-90	19.4	18.2	19.9	19.3	19.4	89
SANTA FE HIGH SCHOOL						
89-90	20.8	20.2	21.2	20.5	21.2	201
SANTA FE TECHNICAL HIGH SCHOOL						
89-90	15.2	16.3	18.2	18.2	16.6	13
SANTA ROSA DISTRICT and HIGH SCHOOL						
89-90	17.2	16.4	17.8	19.0	17.8	26
SILVER DISTRICT						
89-90	18.6	17.8	19.3	19.7	18.9	142
CLIFF HIGH SCHOOL						
89-90	17.5	17.7	18.2	19.7	18.4	16
SILVER HIGH SCHOOL						
89-90	18.8	17.8	19.4	19.7	19.0	126
SOCORRO DISTRICT and HIGH SCHOOL						
89-90	19.7	18.0	19.5	20.2	19.5	61
SPRINGER DISTRICT and HIGH SCHOOL						
89-90	17.9	16.7	17.8	19.0	18.2	29
TAOS DISTRICT and HIGH SCHOOL						
89-90	18.4	17.5	18.3	18.8	18.5	109

NEW MEXICO A.C.T. TESTING RESULTS

YEAR	ENGLISH	MATH	READING	SCIENCE REASONING	COMPOSITE	NUMBER OF STUDENTS
TATUM DISTRICT and HIGH SCHOOL						
89-90	19.8	18.2	20.0	18.7	19.2	19
TEXICO DISTRICT and HIGH SCHOOL						
89-90	18.3	17.5	18.8	18.9	18.5	24
TRUTH OR CONSEQUENCES DISTRICT and HOT SPRINGS HIGH SCHOOL						
89-90	19.8	19.0	20.2	20.3	20.1	40
TUCUMCARI DISTRICT and HIGH SCHOOL						
89-90	18.8	17.0	18.7	18.9	18.5	68
TULAROSA DISTRICT and HIGH SCHOOL						
89-90	17.8	16.7	18.2	18.7	17.8	32
VAUGHN DISTRICT and HIGH SCHOOL						
89-90	17.8	17.1	16.7	17.5	18.5	8
WAGON MOUND DISTRICT and HIGH SCHOOL						
89-90	20.7	16.0	18.0	18.5	18.7	5 or less
ZUNI DISTRICT						
89-90	14.8	15.5	14.3	16.2	15.4	31
TWIN BUTTES HIGH SCHOOL						
89-90	15.0	12.5	-	-	15.0	5 or less
ZUNI HIGH SCHOOL						
89-90	14.8	15.7	14.3	16.2	15.4	29
NEW MEXICO STATEWIDE SUMMARY						
NEW MEXICO PUBLIC SCHOOLS						
89-90	19.9	19.2	19.7	19.7	20.0	8548
NEW MEXICO PRIVATE SCHOOLS						
89-90	22.2	21.1	22.1	21.2	21.9	746
NEW MEXICO BIA SCHOOLS						
89-90	14.1	15.3	13.9	16.0	15.0	160
NEW MEXICO STATE SUPPORTED SCHOOLS						
89-90	12.3	13.7	7.0	16.0	14.0	5 or less
NEW MEXICO ALL SCHOOLS						
89-90	20.0	19.3	19.8	19.7	20.1	9457

SOURCES

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